INSTRUCTIONAL TECHNOLOGY NEWSLINE

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◆ Instructional Technology Update

Budgets / Grant Programs

Missouri Technology Acquisition Grant (TAG) Program
The Governor's proposed budget for FY06 was posted on the web on January 26, prior to the Governor's State of the State Address. The budget did NOT include an appropriation for the Education Technology Grants program that funded the TAG grants. For budget details, see: http://www.oa.mo.gov/bp/budg2006/.

Missouri Safe Schools & Pilot Safe Schools Grants Program
The Governor recommended level funding of the Safe Schools grants program for FY06, with an appropriation of just over $4 million. While using the reduced level of funding to support only continuation grant the past two years, the Department is examining whether to entertain first-year grants for FY06. Look for the decision to be made soon and detailed in a letter mailed to school administrators by the end of February.

Federal Title II.D "Ed Tech" or "EETT" Program *<Reminders>*
--- Projected funding for 2005-2006 *<Impact on Missouri's Title II.D formula and competitive grants>*
The U.S. Department of Education (ED) estimates that Missouri will receive $6,831,980 in Ed Tech funds for the 2005-06 school year. This represents a cut of over $2.6 million (28 percent) from this year's allocation of $9,488,121. It is projected that the number of Missouri districts with the smallest formula allocations (under $500) will double, with over 40 percent of eligible districts receiving allocations of less than $2,000. Only about $2.1 million will be available for new competitive grants in 2005-06, after first funding the continuation grants and taking into account anticipated carryover funds from the current year. See ED Budget tables at: http://www.ed.gov/about/overview/budget/statetables/05stbyprogram.pdf

--- RFP for 2005-06 Competitive Grant program *<Application materials posted January 12; due March 31>*
Application materials for the FY06 Title II.D competitive grant program were mailed to districts and posted on the Instructional Technology website on January 12. The FY06 program will promote school-wide reform or systemic renewal using the eMINTS instructional model. Applicants may request up to $400,000.

> With this increased grant size, and the cut to the Ed Tech Program, it is likely that only six (6) new grants will be awarded. The intent is to be able to fund three grants to districts new to the eMINTS program (one grant in each of three geographical areas of the state) and three grants to established eMINTS districts (one grant in each of the three areas). An information workshop is scheduled for February 14. Hosted by DESE and eMINTS staffs, the workshop will be held from 9:00 AM until Noon, in Room 450 of the Governor Office Building in Jefferson City. The workshop will be broadcast over the Internet, via Centra, to sites located in St. Louis, Kansas City, and Nevada, Missouri. See the Instructional Technology website for details.

Technology Data Collection
--- Census of Technology *<Reminder to prepare now for April deadline>*
The 2005 Census of Technology will be collected online in April via core data screens 30 (district-level data) and 31 (building-level data). To preview the items, along with instructions and definitions, see the IT COT website at http://www.dese.mo.gov/divimprove/instrtech/statefunded/census/index.htm.

--- Student Identification Numbers
The Missouri Office of Administration announced award of a contract to ESP Solutions to create a statewide system of unique student ID numbers. The work is to be completed by December.

District Technology Planning *<2005 State approval process and deadline>*
With changes in the E-rate program with regards to state approval of technology plans, the Department encourages districts to examine current technology plans to determine whether new or revised plans should be submitted for state approval in 2005. Districts that received state approval in 2003 and 2004 should elect to submit new plans if …
- the current plan must be updated to cover technologies proposed in an E-rate application,
- the district has a new or substantially updated comprehensive school improvement plan (CSIP),
- the district has already completed most of the action plans and implementation strategies detailed in the current technology plan,
- the district has experienced significant changes that necessitate a new plan (changes in personnel, academic performance standings, technology holdings, technical capacity, etc.), or
- the current plan received a low approval score (75 to 85 points).

Approval Process – Missouri educators review submitted plans using set criteria. The updated scoring guide is available at http://dese.mo.gov/divimprove/instrtech/techplan/index.htm. Complete the top portion on page one of the scoring guide as indicated and send the guide along with one [1] technology plan to the following address no later than March 31: DESE Instructional Technology, PO Box 480, Jefferson City, MO 65102-0480. Plans submitted by the March 31 deadline will be reviewed on April 15, with approval status determined no later than June 30, thereby meeting the timing deadline for E-rate applications. Contact Instructional Technology if you are interested in participating in the review process.

Technology Network Program (TNP)
Online resource products under rebid -- The Missouri State Library administers funds for the purchase of online resources that are available to MOREnet customers. (To see the list of resources currently available, see: http://www.more.net/online/.) The general periodical, health and business online resources, currently EBSCOhost and the Business and Company Resource Center, are undergoing a mandatory bidding process. A Request for Proposal for products meeting these subject areas has been released and an evaluation panel will meet this spring to evaluate responses to the bid. The products selected will have a start date of July 1, 2005. All current online resources, including EBSCOhost, Gale Business and Company Resource Center and NewsBank (St. Louis Post-Dispatch and Kansas City Star), will continue to be available until June 30, 2005. NewsBank newspapers were just recently procured and are not included in this bid.

◆ E-rate Program

 Funding News
- Year 2003 -- On January 25, the SLD issued Wave 37, which commits nearly $11.2 million in 19 letters with funding commitments to Year 2003 school and library applicants. The funding associated with this wave includes funding for Priority One (telecommunications services and Internet access) at all discount bands and for Priority Two (internal connections) at the 70%-90% discount level. With the issuance of this wave of E-rate funding commitment decision letters, the SLD has committed nearly $2.6 billion in 34,280 letters for Funding Year 2003.

- Year 2004 – The SLD announced Wave 12 on January 24, 2005, which commits over $117.9 million in 168 letters. The funding associated with this wave includes funding for Priority One and for Priority Two at the 81% and above discount level. Thus far, the SLD has committed nearly $1.7 billion in over 30,250 letters for Funding Year 2004. The SLD plans to issue waves every

other week until the process is complete.

- Year 2005 – The Form 471 application **filing window has been extended** one day, to **11:59 PM EST on Friday, February 18**. The SLD, in consultation with the FCC, extended the window because the first version of the *Letter to The Field 2005* incorrectly featured January 21, 2005 as the last possible day to post a Form 470 and still file a Form 471 before the close of the filing window. This change will allow applicants who posted a Form 470 on January 21 the opportunity to file a Form 471 before the close of the filing window. This new filing deadline is applicable to every applicant, not specifically those who filed Forms 470 past the correct deadline.

NCES Codes
Some schools and libraries report having difficulty in completing E-rate applications when leaving the NCES ID field empty or when entering the 8-digit private school code. USAC responded with the following information:

Public and private schools and libraries applying for E-rate grants complete an electronic application that requests an NCES ID number. If the applicant cannot find that number on the NCES public or private school, or library, locators, the applicant can leave that item blank, or key in anything. It's an open alpha field.

The private school NCES ID code consists of 8 digits. The public school NCES ID code consists of 12 digits. The application will accept either number of digits, 8 or 12.

NCES has nothing to do with the E-rate program and when applicants call NCES they don't have any way of helping them. All that NCES can do is to refer the caller to the E-rate client service bureau described below. The Schools and Libraries Division Client Service Bureau is the best contact source for any user trying to complete the FCC Form 471, whether online or on paper. The Client Service Bureau is available during regular business hours, Monday through Friday, 8:00 A.M. to 8:00 P.M. Eastern time. They can be contacted via e-mail using the "Submit a Question" link on the SLD section of the USAC web site at www.sl.universalservice.org, via fax at 1-888 -276-8736 or via phone at 1-888-203-8100.

MOREnet's new E-rate discussion list
Rebecca Miller has created an E-rate discussion list (eratechat@more.net) that is open to Missouri schools and public libraries. Unlike the USF, which is one-way communication, the E-rate discussion list allows users to post questions, thoughts, and concerns about E-rate for discussion by all those on the list. Rebecca will moderate and participate in the conversation. To subscribe:
- Open your e-mail client and address mail to: **majordomo@more.net**
- Leave **Subject field blank** and turn off all signature files. Otherwise, Majordomo will bounce your email back to you.
- In the body of the message, type: **subscribe eratechat**
- Send the message.
Shortly after, you should receive a welcome message from Majordomo letting you know that you are subscribed to the list. Do not delete this message. It has useful information with quick help using Majordomo.

Washington News

NCLB Act to get more congressional scrutiny
Ambitious federal education efforts designed in 2001 could be derailed by Congressional leaders who are warning the President that additional funds may not be available this year. Others, mostly Democratic leaders, are saying, "real education reform can't be done on the cheap, and some conservative Republicans seem to have concluded, "the federal government already is meddling too much in school affairs." And, several governors are reminding federal officials that their state has not fully recovered from, for them, "the worst fiscal crisis in the last six decades."

Initially, Congress authorized around $20 billion for the NCLB programs for disadvantaged students, but ended up approving a little over $12 billion. In October, more than 20 education, civil rights and other advocacy groups issued a joint statement calling for an overhaul to decrease the annual testing requirements, -- to change what they called "arbitrary" proficiency targets for schools and increase federal funding. Source: LA Times, 1/04/05.

State's education commitment still feeling pressure from competing needs
According to several reports, many of the nation's states are increasingly burdened by rising health care and Medicaid costs, and are only slowly recovering from the state officials say was the worst fiscal crisis in the last six decades. As a result, significant increases in state funds are not likely to happen in the absence of strong leadership from governors and legislators. Although the funding picture is improving, states' revenue still hasn't reached the level of its peak at the start of the decade.

ED Week reports that school funding will be at the center of debates over how to spend money when all 50 state legislatures convene this year. About a third of the states are considering major changes to the way they finance schools. Education cuts that did occur were smaller than in previous years. In fiscal 2004, 15 states made cuts to enacted budgets, totaling nearly $2.2 billion. Four states have cut their current fiscal 2005 budgets by $1.3 billion. By comparison, 38 states cut their budgets by nearly $13.7 billion in fiscal 2002 and 40 states cut their enacted budgets by $11.8 billion in fiscal 2003, the highest dollar amount and number of cuts since this report began, respectively.

Elementary and secondary education has dominated state spending since fiscal 1993, while Medicaid has been the second largest and fastest growing component of state spending--both from state general funds and from all spending sources. See: http://www.nasbo.org

Governors' summit to focus on high school reform
This year's National Governors Association (NGA) Summit meeting on February 26-27 builds on NGA Chair Governor Mark Warner's plan to strengthen the nation's high schools. The Summit will focus on an array of reform-related issues including, restoring the relevance of a high school diploma; increasing the graduation rate; closing the achievement gap; and aligning high school, college and workforce expectations. Bill Gates will deliver the keynote address at the meeting, which is co-hosted by Achieve, Inc. Last year, nine national reports on the condition of high schools were released. See: ED Week, 1/26/05.

Among the concerns: nearly one of three eighth-grade students do not graduate from high school; half of African-American and Hispanic students do not make it to graduation day. Colleges and employers report that many of those who do graduate lack basic skills; only a small fraction of those who go on to postsecondary education succeed in earning a degree; and that our global economy has placed a higher premium on workers' ability to have a higher set of skills. Previous NGA Summits were instrumental in creating political momentum and public support for setting higher academic standards and performance requirements for public schools. See: http://www.nga.org

◆ **Ed Tech Research, Publications, Resources, Special Events**

National Ed Tech Plan released
Stronger leadership, creative financing, access to broadband Internet service, more digital content, and interoperable data systems are among the new priorities spelled out in the U.S. Department of Education's (ED's) long-awaited release of its latest National Education Technology Plan (NETP). Released January 7, "Toward a New Golden Age in American Education: How the Internet, the Law and Today's Students are Revolutionizing Expectation" pairs educators' suggestions with parent comments and input from thousands of students across the country and establishes a "national vision" and strategy for the effective use of technology in the nation's schools. The final document, which ED plans to submit to Congress later this year, includes recommendations, case studies, and an array of online resources designed to help educators prepare students for success in the 21st century. See: http://www.nationaledtechplan.org

Ed Week's Quality Counts 2005 report released

Education Week's "Quality Counts 2005: No Small Change, Targeting Money Toward Student Performance", focuses on the growing interest to relate educational spending to educational outcomes. Nearly $500 billion in combined federal, state, and local money is spent on pre-collegiate education in the U.S. each year, with nearly half the total coming from state coffers. The report provides an in-depth look at the pressures school financing systems face, and the ways they are responding. It says that States have set ambitious goals for students, largely due to requirements of the No Child Left Behind Act, and now the push is on to link money to student performance. See: http://www.edweek.org/qc05

The report also updates data from previous Quality Counts in the areas of student achievement, standards and accountability, school climate, efforts to improve teacher quality, and more. See: http://www.edweek.org/ew/qc/2005/map.html

NETP gives SIF a boost
The new National Education Technology Plan might drive use of the Schools Interoperability Framework SIF), developed to eliminate the need for school personnel to enter information about the same students over and over again for each administrative software package a district uses--a need that arises when software programs cannot communicate with each other or share information. The seventh recommendation of the NETP focuses on integrated, interoperable data systems and clearly advises schools, districts, and states to consider requiring SIF in all software RFPs and purchasing decisions. For more information about SIF, the companies involved, and how schools and states are using it, see the full eSchool News article at http://www.eschoolnews.com/news/PFshowstory.cfm?ArticleID=5459.

Guide to building a culture of quality data: a school and district resource
A product of the National Forum of Education Statistics' Data Quality Task Force, "Culture of Quality Data" was developed to help schools and school districts improve the quality of data they collect and to provide processes for developing a "Culture of Quality Data" by focusing on data entry—getting things right at the source. The guide, which can be ordered or downloaded from the website, shows how quality data can be achieved in a school or district through the collaborative efforts of all staff. The quality of data improves when all staff understand how data will be used and how data become information. See: http://www.nces.ed.gov/forum/pub_2005801.asp.

New website promotes technological literacy
The National Academy of Engineering hosts a website that provides reports, toolkits, and justification for technology literacy. The website explains what technological literacy is, why it's important, and what's being done to improve it. It concludes that technological literacy involves a broad understanding of the human-designed world and our place in it; it is an essential quality for all people who live in the increasingly technology-driven 21st century. The National Academy of Engineering and the National Research Council oversaw the committee's work. See: http://www.nae.edu/nae/techlithome.nsf

FCC data on high-speed Internet connections
The FCC released new data on high-speed connections to the Internet in the U.S. For reporting purposes, high-speed lines are connections that deliver services at speeds exceeding 200 kilobits per second (kbps) in at least one direction, while advanced services lines are connections that deliver services at speeds exceeding 200 kbps in both directions. The FCC's findings include: 1) High-speed lines connecting homes and businesses to the Internet increased by 15 percent during the first half of 2004; 2) Of the 32.5 million high-speed lines in service, 30.1 million served residential and small business subscribers; 3) High-speed connections in service over digital subscriber lines (DSL) increased 20 percent in the first half of 2004 and 16 percent for cable modem service; and 4) Of the 32.5 million high-speed lines, 23.5 million provided advanced services: services at speeds exceeding 200 kbps in both directions.
See: http://www.fcc.gov/wcb/iatd/recent.html

i-SAFE's new Library Safe Card program
This flash program allows students to participate in an one-on-one Internet Safety tutorial and progress at their own pace. The program, available at no cost to educators regardless of whether they have completed the Professional Development Program, is offered on CD-rom and can be loaded on as many computers as needed. Appropriate for middle school students, the tutorial should take less than one class period to complete. A short online quiz, taken upon completion, allows the teacher to gauge the students' progress. Schools have used this program in settings such as a computer lab or library where students

may not have the opportunity to participate in the full i-SAFE curriculum or as a reminder of lessons previously learned. To receive this program, log on to http://www.isafe.org and complete the Library Safe Card Implementation Plan located under Quick Links or contact me for further information.

Schools using technologies to keep students safe
From mass-notification systems that can reach thousands of parents and other school stakeholders instantly in case of emergency, to Internet-based video surveillance systems that allow local law-enforcement officials to view camera images from inside a school building in the event of an attack, school districts and colleges today are employing a host of cutting-edge technologies to help keep their students secure. This Special eSchool News Report examines a few of these technologies in greater detail, with an eye toward helping schools decide if any of these systems might be right for them.
See: http://www.eschoolnews.com/news/showStorySR.cfm?ArticleID=5449

CDE report on technology solutions for reducing costs and maximizing resources
A new white paper released by the Center for Digital Education offers proven information technology solutions for education systems facing significant financial challenges, such as budget cuts, tuition hikes and service reductions. "Rethinking Processes: Reducing Costs and Maximizing Resources in Education" tracks and documents the current state of education systems in the U.S. and abroad. It describes a string of challenges faced by institutions that all involve funding—or lack thereof—and identifies creative solutions to these challenges that have been tested and are providing significant results. To download the paper, go to: http://media.centerdigitalgov.com/RethinkingProcess.paper.pdf.

Connecting technology and evaluation
The Fall 2004 issue of "The Evaluation Exchange" is now available. The new issue explores the contribution of technology to evaluation practice, with articles centering on four key areas in which evaluators are using technology: data collection and analysis, collaboration, knowledge mobilization, and evaluation capacity building. See: http://www.gse.harvard.edu/hfrp/eval/issue27.

Evaluation of PBS' Ready To Learn program
A recent five-year evaluation report "Using Television as a Teaching Tool" reviews the content and quality of workshops carried out by PBS Ready To Learn Television Service. Researchers found some outcomes were affected by workshop participation, namely PBS co-viewing during the follow-up periods, Learning Triangle behaviors (viewing a television program, reading a related book, and doing a related activity with children), and visiting PBS websites. Overall, reported impacts were modest, and impacts on adult behaviors did not translate into impacts on children of parents in the study.
See: http://www.pbs.org/readytolearn/research/mpr_report.pdf

T.H.E. JOURNAL launches new information exchange website
T.H.E. Journal has announced its newest online resource. The "Educational Technology Information Center" allows educators and administrators to post reviews and comments based on their personal experience, on hardware, software, administrative and services in the K-12 and Higher Ed markets. This is a free site to visit, read, and submit at no charge. See: http://www.EdTechInfoCenter.com.

Rules and processes to support electronic learning resources
The Software and Information Industry Association (SIIA) offers its perspective regarding state K-12 instructional materials review and adoption policies. The report recommends establishing policies, processes, and training that help in the review of digital curriculum resources to determine if they meet state standards and highlights several policy reform options.
See: http://www.siia.net/govt/docs/pub/SIIAAdoptionLtrBrf.pdf.

CoSN pushes accessible technology
The Consortium for School Networking (CoSN) recently announced the launching of a three-year initiative intended to demonstrate how great collaboration and increased communication between school technology leaders and special education departments can deliver the benefits of a technology-rich education to all students. "Accessible Technologies for All Students" will host a series of educational resources and professional development opportunities to facilitate effective use of technology, regardless of ability or disability. Among project endeavors are a program web site featuring a repository of best practices; an educator's toolkit that includes slide shows, checklists, and suggestions for improving widespread access to technology; a whitepaper outlining issues surrounding K-12 technology

accessibility; and a series of outline courses and face-to-face workshops explaining the importance of accessible technologies in the U.S. CoSN plans to have a full report on this topic available this spring as part of the 2005 CoSN Compendium. See: http://www.accessibletech4all.org/

CoSN announces new report: Hot Technologies for K-12 Schools
CoSN released the Emerging Technologies Committee's newest report, "Hot Technologies for K-12 Schools". Committee members from public and private sectors pooled their experience and research skills to identify the leading trends in technologies that have and will continue to change the instructional process, improve assessment and evaluation, address diverse learning styles and student needs, build community in the school environment, and improve the efficiency of school administration. This is the third report out of the ETC. "A Guide to Wireless LANs in K-12 Schools" was released in the spring and "A Guide to Handheld Computing in K-12 Schools" was released over the summer. All three reports are available for purchase. See: http://www.cosn.org.

Report on the future of the Internet
A survey of technology leaders, scholars, industry officials, and analysts finds that most Internet experts expect attacks on the network infrastructure in the coming decade as the Internet becomes more embedded in everyday and commercial life. They also say in the next 10 years the Internet will be more deeply integrated in our physical environments and high-speed connections will proliferate - with mixed results. Almost 60 percent agreed with a prediction that more government and business surveillance will occur as computing devices proliferate and become embedded in appliances, cars, phones, and even clothes; 57 percent agreed that virtual classes will become more widespread in formal education and that students might at least occasionally be grouped with others who share their interests and skills, rather than by age; 56 percent agreed that as telecommuting and home-schooling expand, the boundary between work and leisure will diminish and family dynamics will change because of that. A database of more than 4,000 predictions and commentary by experts is available at http://www.elon.edu/predictions/. For a copy of the report, "Future of the Internet", see: http://www.pewtrusts.org

RAND report focuses on future workforce
The RAND publication, The 21st Century at Work: Forces Shaping the Future Workforce and Workplace in the United States, addresses the three key labor market features likely to emerge within the next 10 to 15 years. Using Census data, RAND analyzes the future effects of shifting demographic patterns, the pace of technological change and the path of economic globalization. Rapid technological changes, the declining workforce growth rate, and increased global competition are among the myriad of factors pointing toward the need for a highly skilled workforce in the 21st century. While most of the workforce growth in the mid-to-late 20th century was due to baby boomers and the entrance of women into the workforce, growth in the 21st century will be generated by immigration and the retention of older workers. See: http://www.rand.org/pubs/monographs/2004/RAND_MG164.pdf

◆ **eMINTS Cited in National Education Technology Plan**
http://www.ed.gov/about/offices/list/os/technology/plan/2004/index.html

The National Education Technology Plan (NETP), recently released by Department of Education, includes "success stories" from selected states. Missouri's success story is eMINTS at Peabody Elementary School in St.Louis. The entry was written by the St. Louis District since it involves one of their schools and the release of their test scores.

Missouri
Peabody Elementary School in St. Louis is situated in an urban neighborhood marked by abandoned buildings and serves almost entirely Title I students from the lowest income families. Principal Myrtle Reed had high expectations and through online assessments and customized instruction over three years achieved remarkable improvement in students' scores on Missouri Assessment Program (MAP) standardized tests.

Reed selected the eMINTS program — enhancing Missouri's Instructional Networked Teaching Strategies — which provides 200 hours of professional development, coaching, and technical support for teachers as they use multimedia tools to promote critical thinking and problem-solving techniques.

Peabody students take regular online assessments to measure their progress, allowing teachers to customize instruction to the specific needs of individual students. Teachers assign online reading instruction software and online tutoring programs based on individual student's level of mastery of the curriculum. Working on desktop computers, students proceed at their own pace.

Using a technology-rich environment, instruction is personalized. Teachers and principals know exactly how students are doing on a daily basis.

The results have been dramatic. In 2001, only 7 percent of Peabody third graders could read at grade level. A year later, the number improved to 25 percent. In 2003, 80 percent of third graders were reading on grade level. Similar stunning results occurred in mathematics, science and social studies.

The success of the program was recognized by an $8.4 million grant from the U.S. Department of Education that will help create additional eMINTS professional development and technology in classrooms. The St. Louis Post-Dispatch commented that the turnabout at Peabody would have been remarkable for any school, but was particularly impressive "in a neighborhood where virtually every child is poor, a fact that too often translates into low expectations and rock-bottom test scores." The eMINTS program is now available to schools nationwide.

◆ MOREnet Spring Technical Conference: Connections 2005
--*Submitted by Eric Nicklas, Program Manager, K-12 Technology Network Program, MOREnet*
http://www.more.net/conferences/spring2005/index.html

The Spring Technical Conference is scheduled for April 6-7, 2005, at Tan-Tar-A in Osage Beach, Missouri. Online registration for this conference opened on February 1 and will close March 18.

This conference is designed to provide information on current technologies and solutions as well as offer insight on the future directions of technology in education. It is targeted to those who manage and support technology, including, but not be limited to, technology coordinators and technology support specialists from higher education, K-12, MOREnet affiliates and public libraries.

◆ MOREnet Offers Web Seminar Series
--*Submitted by Eric Nicklas, Program Manager, K-12 Technology Network Program, MOREnet*
http://www.more.net/conferences/seminars

Throughout 2005 MOREnet is offering various Web Seminars on Technology Planning and Computer Security. The Web Seminars are available to MOREnet customers at no charge, but registration is required.

The Web Seminars are delivered to your desktop via MOREnet's e-Conferencing service powered by Centra. Centra is an Internet-based, e-Conferencing tool suite that allows people to communicate and create virtual learning and meeting environments over the Internet.

For those that are unable to participate in live sessions, each event will be recorded and made available on MOREnet's website for viewing at your convenience.

The next scheduled Web Seminar is a Network Security Roundtable and conference preview on Feb. 16, 2005. Prior to this session, participants are encouraged to e-mail questions/discussion topics to security@more.net. Presenters from MOREnet's security team will answer those questions or open the session up to discussion among participants. It would be very helpful for participants in this session to have a microphone to facilitate their active involvement. There will also be a preview of material that will be presented at the Spring/HELIX conferences.

To access information, schedule and recorded events, visit the new Web Seminars section on MOREnet's public website (http://www.more.net/conferences/seminars/), accessible from the Conferences and Events link in the main menu at the top of each page.

◆ January Edition i-SAFE Times
--Submitted by Eric Fairbanks, Editor, i-SAFE America Inc.
editor@isafe.org

The January issue of The i-SAFE Times is now available on the website at
http://www.isafe.org/newsletter/2005/january/newsletter_er.html

The i-SAFE Times features stories about current Internet safety issues, i-SAFE's upcoming events, and stories of success throughout the United States. This month's lead article deals with the newest access point for sexual predators and spammers: mobile phone text messaging. Parents now must protect their children from this insidious approach. Slammers are also using mobile phone text messaging to spread their message, and it could cost you money.

Here are some highlights of this month's issue:
- Meet the first i-SAFE Student Advisory Board

- Law enforcement and businesses band together to defeat con artists with the Digital PhishNet

- There's a new i-SAFE Student Video Contest, and it promises to be the best one yet

- IBM partners with i-SAFE to make the Internet a safer place

- News Flash: President Bush signs the Video Voyeurism Act into law

- Educator's Corner: How to attend an i-SAFE event

*Note: To view The i-SAFE Times and The i-SAFE Kewl Timez, you will need to have Adobe Reader installed on your computer. For a free version of Adobe Reader, please go to http://www.adobe.com/products/acrobat/readstep2.html

Don't forget to check out our past issues-bookmark
http://www.isafe.org/newsletter/2005/january/newsletter_home_er.html

◆ April is the Month to Bring History to Life at the Missouri State Archives

The new performance group *Archives Alive!* will bring Missouri history to life for fourth-sixth grade students. Join Molly and Delores as they travel back to the early days of the territory now known as Missouri, and tell the story of the earliest Missourians, and those who settled here in the 1800s. Louis Jolliet, Jacques Marquette, and Pierre Laclede will introduce some of Missouri's oldest cities and how they were settled and named. Students will gain a greater understanding of the Civil War, and Missouri's role in it, as well as other conflicts, such as World War I and World War II. Famous Missourians including George Caleb Bingham, Jesse James, Virginia Minor, Scott Joplin, Langston Hughes, Harry Truman, and many more will be discussed.

These forty minute performances, sponsored by the Friends of the Missouri State Archives, with additional support from the A.P. Green Foundation and Target Stores, will take place at the Missouri State Archives, a division of the Secretary of State's office, in Jefferson City, just minutes from the Capitol. Performances and tours are free of charge.

Please call now and book a time on one of these dates for your students to tour the Archives, where history begins, and to see a performance by *Archives Alive! RSVP by March 15!!*

The Missouri State Archives, the official repository for state documents of permanent historic value, is a division of the Office of Secretary of State, Robin Carnahan, Secretary of State. For more information, or to R.S.V.P., call or e-mail Kelly Smith at (573) 526-5296 or kelly.smith@sos.mo.gov

◆ Learning From Video is *Not* Watching TV

--Submitted by Joann Flick*, Broadcast/Training Professional, Agency for Instructional Technology*
www.ait.net

Even as motion picture technology debuted in the early 20th Century, the potential of motion media (movies, TV, video, DVDs) for instruction were observed, but the importance of the instructional environment and of the activities surrounding viewing were not. Thomas Alva Edison mistakenly predicted motion pictures would soon replace teachers altogether. It wasn't until the third quarter of the 20th Century the role of the instructional design of media and the corresponding role of the instructor's method of teaching with the media came to be more fully understood. Now we know all children learn better when a variety of media are used in instruction and when related activities help them process and assimilate new information. There is a distinct difference between instructional media and commercial entertainment media. However, recently there have been many more "edutainment" programs available through cable television and home video outlets. How can a teacher, administrator, or parent choose video materials that are appropriate and will assuredly help children to learn?

1. **Instructional Design**
   - *Length.* Is the length appropriate to the amount of information presented? Instructional programs are usually shorter than programs created for entertainment. The shorter length takes into account the need to do more than just watch the program in order to facilitate learning. Since video is such a rich medium, the brain requires a change in stimulus in order to process all the information and to connect what is presented on screen with previous knowledge and experience. Longer videos can result in over-stimulating the brain, causing viewers to become more passive and not to engage in trying to process what they are viewing.
   - *Natural pause points.* Look for a program that has obvious breaks or segments that allow learners to pause from viewing to discuss what they have just learned or to predict what might happen. Videos that help the learner phrase questions about the subject often do so with embedded pause points.
   - *Engages the viewer in active viewing.* The video should present information in a way that is not easily done through a hands-on experience. It should offer a window to a world beyond the child's experience and explore new information in a way that inspires learning and inquisitiveness. The traditional entertainment form of motion media is a narrative story with a tidy ending, but really good instructional media presents information and challenges the viewer to learn more on his or her own.
   - *Provides helpful analogies taking advantage of the visual medium.* The unique properties of motion media where visuals and sounds are combined should be used to benefit the instruction. Look for extraordinary graphics and maps, special effects that explore a concept in a unique way, or editing that relates information so that it is more easily understood.
   - *Context:* Select materials that place the information into a broader, real-world context.
   - *Language and style:* Avoid videos that display inappropriate language and style for the age of the learner.
   - *Review:* Look for materials that provide opportunities to review and to see the information explored in a new way.
   - *Learning objectives:* Select programs in which the learning objectives of the video are clear and are aligned with classroom objectives.
   - *Modeling:* Good programming supports and models an investigative approach to learning.
   - *Programs to avoid:* Any materials that reinforce stereotypes or model destructive or dangerous behaviors should be avoided. Viewing a bunch of kids having fun with skateboards, but not wearing protective gear, creates a powerful and dangerous message, even if the program is about a science or math concept.

10

2. **Technical Quality**
- *Audio.* Is everything clear and easily understood?
- *Scripts.* Is the main idea evident? The presentation of information should follow a logical path from simpler ideas to more complex ones. The information should be correct, neither omitting critical details nor overstating the facts.
- *Video.* Are the pictures on the screen useful in presenting the information, or is most of the program taken up with incidental material? Is the style of the video appropriate and effective? Is it easy to see details when they are important?
- *Characters.* Characters and setting play an important role. Learners' experiences with entertainment television can often lead them to become lost in the story and miss the important instructional elements. Therefore, it is important to notice who in the video is given the primary voice and whether or not what that character or narrator says is appropriate to the subject and the age level of the learner. Reject videos that present any cultural stereotypes. Look for materials where the characters are also appropriate role models for your children.

3. **Ancillary Materials**
- *Teacher's guide.* If the video does not come with a printed or printable teacher's guide, it is probably not designed for instruction. The teacher's guide should include a synopsis of each program, key words and concepts, and suggested activities to accompany viewing. Many teachers' guides include bibliographies and worksheets. Look for authentic assessment tools, as well.
- *Student's guide.* Some instructional videos include a student's guide, which provides worksheets, background information to read, and directions for hands-on activities or investigations.
- *Web site.* Often, a Web site may accompany the video and will include all the information found in a teacher's guide along with links to additional resources, scripts of programs, and even some online learning activities.

4. **Purpose and Intent**
- Who produced this content, and who funded the production? Do they have a stake in the message of the material that might fuel a bias in the program? Is the mission of the production company primarily a neutral, education-oriented mission?
- Is the primary purpose and intent to inform and instruct? Select materials that clearly present content in a useful way to promote understanding. Avoid materials that fail to challenge learners to process information presented in the video.
- Is the content represented with an appropriate voice? Has the producer given a fair and authentic representation of that content, or are you just learning about it through filters such as a host and narration?

Most of the criteria listed here should be judged in relation to the whole. Even good videos may not fully meet every criterion. A few criteria, however, should be considered "deal breakers." If the video doesn't meet it, it should not be used. Instructional materials should be rejected if they:
- Reinforce cultural stereotypes
- Are funded or produced by an entity that has a clear stake in how the information is presented
- Display dangerous behaviors

Motion media are remarkable tools for learning—of that, Thomas Edison was correct. But, teachers, administrators, and parents continue to have an important role in managing these tools and using them wisely.

Contact: Dr. Carolyn Love, Digital Content Manager, AIT, clove@ait.net or 812-339-2203, x263

◆ METPA News
--Submitted by Chris Rollison, Secondary Technology Director, Marceline School District and METPA Parliamentarian
www.metpa.org

With January behind us, METPA is now looking ahead. We wish to thank everyone who helped to make this a great year thus far. As an organization, we have been working very hard to find ways to benefit school technology throughout the state, and will continue to do so in the upcoming year.

Spring Technology Conference/Call for Officers
MOREnet's Spring Technical Conference is April 6-7 at Tan-Tar-A Resort in Osage Beach. METPA plans to play a large role in this conference. Once again, METPA will present an entire strand providing information on topics important to professionals in technology education. METPA will host a table at the Vendor Fair. If you are not currently a member of METPA, please come by and sign up. If you are a member, stop by, chat for a while, and make sure your information is current.

We will take nominations for officers for the 2005-06 year at the conference. If you have any questions or would like more information about what positions are available and what they entail, please contact our current president, Andy Hall, at ahall@mexico.k12.mo.us.

The annual spring METPA meeting is scheduled at Tirebiters, in Osage Beach, on April 6th at 7:00 pm. All members are invited. Come share your ideas and suggestions with other members to continue making this a great organization.

METPA Show-Me Techknowledge Day
At the January officers meeting, the group agreed to assume the leadership role for the 2006 Show-Me Techknowledge Day at the State Capitol in Jefferson City. METPA has been an active sponsor for the past four years and several members assumed committee responsibilities to help make this event a success. The events is s way for districts statewide to showcase technology projects to legislators and visitors. This is a great way to help further our mission in spreading technology throughout Missouri schools.

ISTE Affiliation
METPA is in the process of securing an affiliation with ISTE. When this affiliation is complete, it will provide members with reduced rates for ISTE membership, as well as discounts on other information. This will help keep METPA on top of national technology changes, which allows us the opportunity to bring them to you.

Again, we want to thank everyone who has been a supporter of METPA and the continued progress of educational technology in Missouri. We are always looking for more active members to help us help others. If you are interested in becoming more involved in the direction our state is heading with technology, please join up and get involved today.

◆ Missouri Schools and Programs in the News

eMINTS
Special thanks and congratulations to the eMINTS teachers, instructional specialists, and students who participated in the 2005 Show-Me TechKnowledge Day on January 19th. The student displays were in the Capitol Rotunda in Jefferson City and legislators were able to see first-hand the power of integrating technology into instruction. It makes a difference when legislators can see how important technology is to education. Special thanks to Gayle Cantrell, CIS from the Bootheel, who serves on the Show-Me TechKnowledge committee and who worked many months with other committee members to make the event a success.

eMINTS teachers and specialists participating included:
> Jennifer Brumback - Cooper Co. R-IV
> Polly Bradford - Bell City
> Carolyn York - Richland R-IV
> Beth Hauf - Fulton 58
> Margaret Wagner – Jennings
> Irene Kraus and Betsy Lewis - Marshall Public Schools
> Amy Cordle and Jennifer Creason - Excelsior Springs
> Tiffany Zimmel - Fayette R-III
> Stephanie Madlinger - Winfield R-IV

◆ eMINTS Questions of the Month

Q. Are there archives of the eThemes calendars?

A. Yes Archives of the eThemes calendars are available on the same page as the current eThemes calendar at http://www.emints.org/ethemes/calendar.shtml Archives going back to 2003 are available.

Q. Can I give students the direct link to an eThemes strand or should I make a "hotlist of sites?"

A. Teachers are advised to not give the direct link because most of strands include at least 15 sites, and teachers should first go through all the sites to make sure they cover the material the teacher needs. An eTheme strand is designed to include a variety of sites so teachers have choices. In addition, it is always important to check to make sure the links are still active and appropriate. We know websites can change overnight and the teacher needs to be actively involved in every site the students are using to avoid the viewing of inappropriate material by our students. (Jennifer Kuehnle)

◆ Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others show a program taped off-air over a two-or three-day period or show excerpts of the program?

A. Yes As long as the program is used in face-to-face instruction, it may be used once within the ten (10) school days after taping and repeated only one time when reinforcement is needed. Excerpts may also be used provided the recorded program is not altered from its original content and is also shown within ten school days of the taping. Both examples above must also take place in the first ten consecutive school days.

◆ Grant Funding Opportunities

Source: Technology & Learning
For descriptions of the individual grants, go to the www.techlearning.com/grants.html

Deadline	Grant
Ongoing	Educational Foundation of America Grants www.efaw.org
Ongoing	Westinghouse Education www.westinghouse.com/E2a.asp
Ongoing	The William and Flora Hewlett Foundation's Education Grants Program www.hewlett.org
February 15	NEA's Innovation and Learning & Leadership Grants www.nfie.org
March 1	NEC Foundation of America Grants www.necfoundation.org
March 1	The National Endowment for the Humanities' Summer Seminar & Institutes www.neh.gov/grants/guidelines/seminars.html
March 21	The Grant for the Enhancement of Geographic Literacy http://www.ncss.org/awards
April 1	Teammates for Kids Grants http://touchemail.com/index.htm
April 15	Home Depot's At Risk Youth Grants www.homedepot.com
April 16	MetLife Foundation Bridge Builders' Grant www.principals.org/awards/bridgebuilders.grant.cfm
April 19	Faculty Humanities Workshops (from the National Endowment for the Humanities)

	www.neh.gov/grants/guidelines/facworkshops.html
May 1	American Honda Foundation Grants www.honda.com
May 1	National Endowment for the Humanities Fellowship www.neh.gov/grants/guidelines/fellowships.html
May 1	Tiger Woods Foundation Grants www.twfound.org
May 15	Gannett Foundation http://gannettfoundation.org
May 31	Target's Local Grants Program www.target.com
June 10	Teacher Grants www.nationalgeographic.com/education/teacher_community/get_grant.html#anchor_2
June 15	NEA's Innovation and Learning & Leadership Grants www.nfile.org
June 15	The Jordan Fundamentals Grant Program www.nike.com/nikebiz/mikebiz.jhtml?page=26&item=community

◆ Mark Your Calendar

February 1   Newsline published online
February 10   Missouri Rural Development Partnerships
                 Committee Meeting (1:15 pm-3:30 pm)
                 Governor Office Building, Room 316, Jefferson City, MO
February 11   Lincoln's Birthday-State Offices Closed
February 14   Title II.D Ed Tech Program Competitive Grant Information Workshop
                 9:00 am-12 noon, Governor Office Building, Room 450
                 Jefferson City, MO
                 Check our website for remote site locations.
                 http://dese.mo.gov/divimprove/instrtech/federalfunded/TitleIID/emints_06_index.htm
February 21   President's Day-State Offices Closed

◆ Upcoming 2004-2005 Conferences

January 31- February 2	Midwest Education Technology Conference Sheraton Westport Lakeside Chalet St. Louis, MO www.csd.org
March 1-2	The 16th Annual Southwest Education and Technology Conference 1418 Pythian Springfield, MO www.rcet.net
April 3-5, 2005	Preparing the Next Generation for Technological Literacy ITEA Conference and Exhibition Kansas City, MO http://www.iteawww.org/D2.html.
April 6-7, 2005	MOREnet Spring Technical Conference Tan-Tar-A, Osage Beach, MO http://www.more.net/conferences/spring2005/index.html
October 16-18	Missouri Education Technology Conference Tan-Tar-A Resort, Osage Beach, MO http://www.more.net/conferences

November 18-20, 2005	National Council for the Social Studies Conference "Social Studies: The Heart of the Curriculum" Kansas City, MO http://www.afriedman.net/ncss/proposal.html

◆ From the Mailbag

Web Resource on Plagiarism
http://education.indiana.edu/~frick/plagiarism/
Lisa Walters, DESE Library Media and Technology Consultant, shares a site for plagiarism information from Indiana University. It includes quizzes for students and teachers, methods of determining if something has been plagiarized and a final test with feedback.

Missouri Innovations in Education, January 2005
http://www.cise.missouri.edu.
Missouri Innovations in Education, January 2005, is now available online. The focus of this issue is the many ways assessment is used in schools to support individual students. Assessing how students with disabilities will participate in the statewide assessment program, assessments for students with disabilities pursuing postsecondary education, problem solving process for increasing student achievement in the general education classroom, assessing for adverse educational impact, and assessments for hearing impaired students are topics covered in this issue. The issue also includes an annotated list of resources on assessment available for loan through the CISE library (http://www.cise.missouri.edu/publications/innovations/january-2005/library-resources.html) Formerly provided in print, this newsletter is now available in a web-based format only. Missouri Innovations in Education is published by the Center for Innovations in Education four times each year: September, November, January, and April. Innovations is acknowledged throughout Missouri as a valuable source of information about educating diverse learners.

Unicef Video Contest
http://www.unicef.org/voy/index.php
For those of you using video in your classrooms, Unicef is sponsoring a contest for a one minute video made by students showing how youth are making a difference in the world. Go to the website and click on the Make A Difference One Minute Video Contest.

Teacher Professional Development: Primer for Parents & Community Members
http://www.publiceducation.org/Teacher_Prof_Dev/home.asp
"Teachers today are under growing pressure to perform. But most new teachers are not adequately prepared to meet the needs of their students, and many experienced teachers have yet to adapt to new standards. Just like practitioners in other professions, teachers need to deepen their knowledge and improve their skills over the course of their careers. Unfortunately, the need for quality professional development for those in the teaching profession all too often goes unmet. This publication suggests why this is so, proposes ways to rectify the situation, and offers resources for those who want to learn more. This new publication is a collaborative effort of The Finance Project and Public Education Network (PEN)."
Referred by: PEN Weekly NewsBlast

Recycle Old Electronics
http://www.eiae.org/about.cfm
Did you get new electronics for the holidays? For information about what to do with those old electronics, check out the Consumer Education Initiative from the Electronic Industries alliance. Your community or one nearby may have a recycling center.

Questia Donates $3.7 Million in Subscriptions to Secondary School Librarians
http://www.questia.com
Questia, the 21st century library, as part of its expansion from the higher education market to secondary schools, is giving away a free, one-year subscription to one librarian at every public or private high school in America. Librarians can redeem their free subscriptions at http://www.questia.com. Questia, is the world's largest online academic library comprised of 50,000 full-text books, and more than 400,000

newspaper, journal and magazine articles, as well as powerful digital research tools. Contact Terry Crane, Ed.D. at drtkcrane@aol.com with any questions.

◆ Internet Sites of Interest

Online Projects:

She's Not Just a Pretty Face

http://www.masters.ab.ca/bdyck/face/

Project Begin & End Dates: January 1st - December 31, 2005

Project Summary: Join girls from classrooms across the world as they learn about women from the past and present who have impacted our world. Who knows, maybe your students findings will inspire them to unleash the same perseverance and strength of spirit these women did to make changes in their own world. For this project students will begin a task simulation where they have been hired by "She-roes", an organization that profiles strong women role models, to create a new line of dolls that will celebrate strong female role models of the twentieth century from all over the world. Their job will be to choose a strong female who has made a significant positive impact on their world, develop a concept for the doll, and then chose two activities that will profile their doll.

Project Level: Grades5 - 8

Registration Instructions: To register for the project, contact Brenda Dyck at bdyck@masters.ab.ca

Get Off My Back!

http://www.masters.ab.ca/bdyck/back/index.html

Project Begin & End Dates: Ongoing through April 30, 2005

Project Summary: "Get Off My Back!" is an online collaborative math project for middle school students from around the globe. The focus of the project is to explore the affects that heavy backpacks have on the growth and development of student posture and to identify safe backpack weights. This project will join students from diverse places in a common investigation about backpack safety while studying about statistics, graphing, percentage, and ratio.

Project Level: Grades 4 - 8

Registration Instructions: To register for the project, contact Linda Dyck at lidyck@masters.ab.ca

Let Your Peace-Kite Fly

http://65.42.153.210/kidspace/start.cfm?HoldNode=16869&HoldNav=1428

Begin and End Dates: Ongoing

Project Summary: In this project students will plan, paint, and build their kite. They will write on their kites a peace/love message. They will fly their kites on the same day and they will share the pictures of this event. They will share drafts, plans, methods to build the kites with other online students and look at other participants' work on Kidspace and send their comments.

Grade Level or Age Group: All

The kites are an expression of freedom because with them you are able to approach the sky, and then you fly in the sky, your dreams fly free with you. Pia Avolio de Martino

Hooked on Books

Project Begin & End Dates: Segment 4 February 25, 2005 to March 20, 2005 Spring Into Reading

http://65.42.153.210/kidspace/start.cfm?HoldNode=8297

http://65.42.153.210/kidspace/start.cfm?HoldNode=898

Project Summary: How will you inspire your students to read this year?

Why not try a project that will get your students reading, talking, and writing. Hooked on Books encourages students to take time to read, share and reflect -- with children in their class, their country, world-wide.

Be sure you have permission to post student work on the World Wide Web. School districts usually have requirements that teachers must follow.

Project Level: Grades 3 - 8

Registration Instructions: To register for the Hooked on Books project, e-mail project moderator Doug Cameron, cameroncom@adelphia.net In your e-mail, state you wish to register for Hooked on Books and include your

*   name,
*   e-mail address,
*   name of school,

*   city/country
*   the number of student participants.
Registration information will be sent to you by return e-mail.

Human Body Systems
http://kids-learn.org/susansilverman/systems/
Project Begin & End Dates: Begins Feb 1, materials due April 30
Project Summary: Participants will study all or any of the human body systems listed on this web site.
Choose any or the activities that are listed on this project.You are most welcome to come up with your
own activities. If you do, please let project coordinators know and they will add it to the list. Examples of
work will be e-mailed <mailto:humanbodysystems@yahoo.com> to Susan Silverman
<http://www.susansilverman.com> for publication. They will post a maximum of 10 projects per class.
This web site will remain online as an educational resource.
Project Level: 4 - 8 Secondary
Registration Instructions:
E-mail <mailto:humanbodysystems@yahoo.com> the following information
*   Your Name
*   School
*   Grade Level
*   Geographic Location
*   Web Site url (not required)
To: humanbodysystems@yahoo.com
Project URL: http://kids-learn.org/susansilverman/systems/
Project Contact Information: Project run by Susan Silverman (http://www.susansilverman.com
<http://www.susansilverman.com/>) e-mail contact humanbodysystems@yahoo.com

Updated and New eThemes
Holiday: Groundhog Day
http://www.emints.org/ethemes/resources/S00000598.shtml
These sites include information about the history of this holiday and why we celebrate it. Learn more
about Punxsutawney Phil and groundhogs. Vote online for whether Phil will or won't see his shadow.
There are many classroom activity ideas and online games, plus information about Canada's groundhog
named Willie and Wisconsin's groundhog Jimmy. Includes a link to an eThemes Resource on measuring
shadows.

Holiday: Presidents Day
http://www.emints.org/ethemes/resources/S00000981.shtml
These sites offer ideas and activities for celebrating Presidents Day and the birthdays of George
Washington and Abraham Lincoln. Includes biographies, timelines, memorials, and documents written by
both men. There are several hands-on crafts, online quizzes, and games. Includes links to eThemes
Resources on U.S. presidents and the Executive Branch.

Holiday: Valentine's Day
http://www.emints.org/ethemes/resources/S00000310.shtml
Learn about the history of Valentine's Day. There are stories, poems, games, crafts, puzzles, and math
problems that include a holiday theme. Includes sites where you can print a card or send a Valentine by
e-mail.

Natural Disasters: Tsunamis
http://www.emints.org/ethemes/resources/S00000615.shtml
These sites have information about tsunamis and what causes them. See photographs, animations, and
videos that show their destructive power when they reach land. Includes color sheets to print out, quizzes,
puzzles, simulation models, and an online picture book. There is also a link to an eThemes Resource on
earthquakes.

U.S. Presidents
http://www.emints.org/ethemes/resources/S00000030.shtml

These sites have biographies of the presidents of the United States and their wives. Includes information about election trivia, debates, and inaugural addresses, plus some online games. There are links to eThemes Resources on the Executive Branch and various presidents.

Animals: Dogs
http://www.emints.org/ethemes/resources/S00001503.shtml
Learn about different breeds of dogs and their origins. There are quizzes to help you determine which breed of dog would be good for you and your family. Includes activities, encyclopedia articles, and printouts. There are links to various eTheme resources on different breeds of dogs.

Color Wheel
http://www.emints.org/ethemes/resources/S00001496.shtml
Learn about the nature of light and colors produced by it. Learn what the color wheel is and master skills of using it. Find out what primary, secondary, and intermediate (tertiary) colors are and why it is important to know them and their place in the color wheel. Use your knowledge of the color wheel to mix various colors. Includes interactive games, quizzes, applets, animated movie, and demonstrations of the color wheel and color mixing.

Photos and Images for Educational Use
http://www.emints.org/ethemes/resources/S00001489.shtml
These sites are collections of photo databases free for educational use. There are general image galleries that include various categories and sites with images on specific topic. Clip art is not included.

Famous People: Scott Joplin
http://www.emints.org/ethemes/resources/S00001482.shtml
Learn about Scott Joplin, his music, and ragtime. Some links include clips of his music. One link has radio shows about Joplin, black composers, and ragtime. Includes activities and games.

Funeral Customs
http://www.emints.org/ethemes/resources/S00001505.shtml
Learn about funeral traditions around the world. Find out how ancient Greek, Roman, and Mexican civilizations viewed death. Learn how today many traditions are kept by various cultures and their religions. Includes lesson plans and photographs.

Genetics: Blood Types
http://www.emints.org/ethemes/resources/S00001487.shtml
Learn about the different blood types, how they were discovered, and what they mean. Learn about inheritance and changes in blood types. Find out why it is important to know your blood type and Rh factor. Includes quizzes and a lesson plan. There are links to eThemes resources on basics of genetics, genes, and DNA.

Lewis and Clark: Seaman
http://www.emints.org/ethemes/resources/S00001498.shtml
Learn about the dog who accompanied Lewis and Clark on their expedition. Find out when Seaman is mentioned in the journals the explorers kept. Read about the Newfoundland breed of dog. There is a coloring page and a website where students can email Seaman with questions about the expedition. Includes a link to an eThemes resource on the Lewis Expedition and on dogs.

Matter: Properties and States
http://www.emints.org/ethemes/resources/S00001504.shtml
Learn about matter. Find out how properties of matter describe its various states. Discover how many states of matter exist on our planet and in the universe. During the suggested activities students can experiment with different states of matter and observe its changes. Includes animated movies, experiments, lesson plans, in class activities, worksheets, and online quizzes. There are links to eThemes Resources on states, measurements, physical and chemical changes of matter.

Missouri: Explorers
http://www.emints.org/ethemes/resources/S00001499.shtml

Discover the history of Missouri exploration by French explorers. Read their biographies and the input into development of local lands by Jolliet, Robert de La Salle, Etienne de Bourgmont, Pierre Laclede, and Rene Auguste Chouteau. Find out about their lives, achievements, and contributions into American history. There are links to eThemes resource on French Explorers and Settlers Around the Mississippi and Lewis and Clark Expedition.

National Symbols
http://www.emints.org/ethemes/resources/S00001501.shtml
Learn about American national symbols such as the Bald Eagle, Liberty Bell, American Flag, National Anthem, and what these symbols mean to the nation. Learn the history of the symbols, their use, and meaning. Includes online games, worksheets, and quizzes. There is a link to eThemes resource on the American flag.

Parts of a Book: Nonfiction
http://www.emints.org/ethemes/resources/S00001500.shtml
This resource provides several informational websites related to parts of a nonfiction book. Includes topics such as glossary, index, table of contents, and key words. Includes a link to an eThemes resource on writing nonfiction.

Physics: Motors and Generators
http://www.emints.org/ethemes/resources/S00001500.shtml
Find out how relationships between magnets and electricity were discovered and how they are explained by the Electromagnetic Theory. Learn about a motor, a device that has the ability to convert electrical energy into mechanical energy. Also learn about another device - a generator that is used when mechanical energy is transferred into electrical energy. Discover what electromagnets are and how they work. Includes photographs, animations, and experiments. There is a link to an eThemes resource on magnets.

Missouri: Facts
http://www.emints.org/ethemes/resources/S00000007.shtml
These sites offer facts about Missouri including state symbols, history, and fun trivia. Includes online quizzes, photographs, and two eMINTS WebQuests on Missouri. There are links to eThemes Resources on Missouri's government, landforms, famous people, and the state flag.

Missouri: Geography and Landforms
http://www.emints.org/ethemes/resources/S00000176.shtml
These sites are about the different geographical regions and natural resources in Missouri. Learn about the Ozarks, the Ozark border, glaciated plains, Osage plains, and Mississippi lowlands. Includes classroom activities, plus videos from the Missouri Heritage series. There are links to eThemes Resources on Missouri maps, rivers, and regions.

Physics: Magnets
http://www.emints.org/ethemes/resources/S00000104.shtml
These sites include explanations and principles of magnetism. Learn the properties of magnets, where they can be found, and what their use is. Find out about magnetic levitation and how magnetic levitation trains work. Includes animation, video, crafts, worksheets, and experiments. There are links to eThemes Resources on electromagnets, gravity, and motion.

Educational Videos
http://www.emints.org/ethemes/resources/S00001495.shtml
These video clips can be used in classes to demonstrate the law of physics, space exploration, world history, Earth's wild life, and landscapes. There are also news segments from interviews with business leaders and documentary interviews about the World Trade Center.

Human Anatomy and Physiology
http://www.emints.org/ethemes/resources/S00001470.shtml
Learn about human anatomy and physiology. Find out about the human brain, skeletal, digestive, muscle, nervous, cardiovascular, and other systems. Explore these sites for online 3D tours and simulations.

Includes 3D and 2D animations, interactive images, labeled diagrams, quizzes, handouts and activities. There are links to eThemes resources on circulatory respiratory, and support systems.

Literature: "Old Yeller" by Fred Gipson
http://www.emints.org/ethemes/resources/S00001506.shtml
These sites are about the book "Old Yeller" and the author Fred Gipson. Included are sites with study questions, vocabulary, tests, quizzes, graphic organizers, as well as information on rabies, life in the 1860's, and cattle drives. There are links to eThemes Resources on farm animals, dogs, Confederate soldiers, and the geography of the southern region of the United States.

Author Study: Mary Downing Hahn
http://www.emints.org/ethemes/resources/S00001509.shtml
Read about the author and her many books. There are excerpts from the books, reviews, activities, discussion guides, and lesson plans. Includes links to eTheme resources on Mystery Writing, Mystery Books, and Historical Fiction.

Careers: Inventory and Interest Assessments
http://www.emints.org/ethemes/resources/S00001508.shtml
These sites contain online inventory and interest assessments. These assessments can help to create students' profiles, identify skills, abilities, specific interests, and find a right career. There are eThemes resources on career exploration and job hunting.

Cartoons for the Classroom
http://www.emints.org/ethemes/resources/S00001222.shtml
These sites feature comic strips teachers can use in the classroom to introduce units or concepts. Includes popular comic strips such as Peanuts, For Better or For Worse, Zits, and many more. There are also biographies on famous cartoon artists and an interactive game that lets you create your own cartoon.

Literature: "Shiloh" by Phyllis Reynolds Naylor
http://www.emints.org/ethemes/resources/S00000346.shtml
Various information on the book's background and author. Also includes maps of West Virginia and the culture of the Appalachians.

Missouri: State Government
http://www.emints.org/ethemes/resources/S00000066.shtml
These sites are about Missouri's state government and include specific information about Missouri's elected officials such as the governor, lieutenant governor, secretary of state, state auditor, and more. Listen to live audio of the Senate and House of Representatives when they are in session or take a virtual tour of the governor's mansion. Watch a short Missouri Heritage video about the state's first capital and governor. There are links to eThemes Resources on citizenship and Missouri facts.